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The views expressed in this paper are solely those of the author.



# THE COLLEGE VOICE

CONNECTICUT COLLEGE’S INDEPENDENT STUDENT NEWSPAPER SINCE 1977

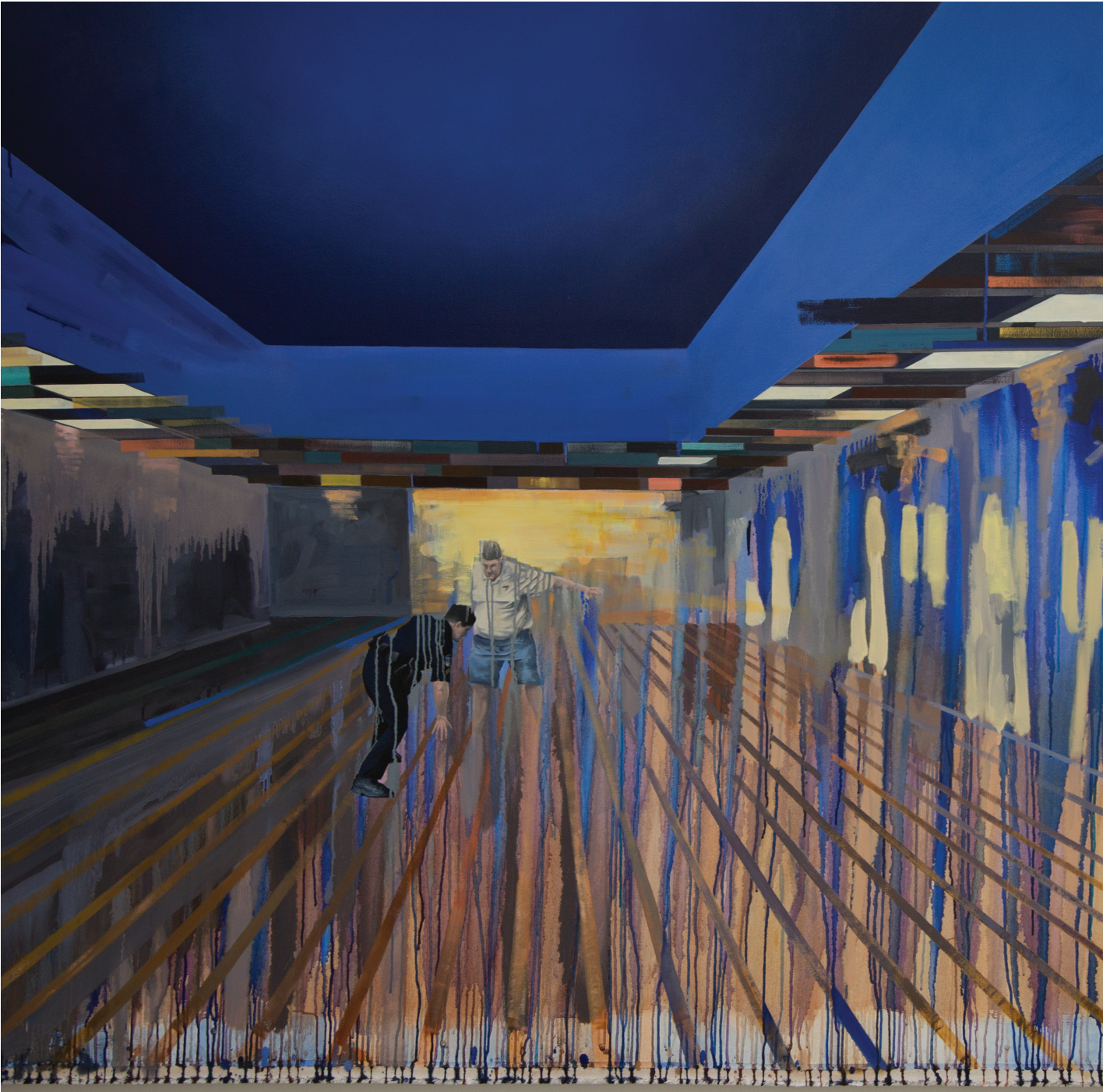


Photo credits: Rachel Levin

Prof. Chris Barnard’s piece “Accomplice” is on display at the Faculty Exhibition in Cummings. The symmetry and angular shapes of the ceiling begin to melt into a more chaotic scene as our eyes gaze at the lower section of the piece. It seems to us to speak to the police’s relationship with citizens, highlighting how it is not always easy to tell who is really committing the crime. We feature the piece here as we find it extremely relevant to the continued incidents of police violence. More images of the exhibition are available on Page 10.

## UChicago’s Letter Sparks Trigger Warning Debate

SAADYA CHEVAN ’19  
CONTRIBUTOR

Each summer, incoming college freshmen receive a welcome letter from their future academic deans. However, for this year’s edition of that letter from the University of Chicago, John Ellison, the University’s Dean of Students, sent a letter that sounded more like a personal response to the upheaval and student protests that have occurred at campuses throughout the country rather than the usual bland reminder about the importance of academics and the deans’ availability.

The letter begins by noting that “once here you will discover that one of the University of Chicago’s defining characteristics is our commitment to freedom of inquiry and expression.” However, a paragraph later it bluntly attacks student concerns about safe spaces and trigger warnings, stating that: “Our commitment to academic freedom means that we do not support so-called trigger warnings, we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual ‘safe spaces’ where individuals can retreat from ideas and perspectives at odds

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## Chef Giusti Transforms NL Public School Lunches

WESLEY CONNER ’17  
CONTRIBUTOR

Dan Giusti is a chef who just won’t stop. At the height of his career as chef de cuisine at Noma, a world-class restaurant located just across the sea from our city of New London, he decided to take a step away from all the success he had worked for since his teenage years. “I wanted to do more than that, and with a place like Noma, you have this feeling that, if you work hard enough, anything can be accomplished,” Giusti told me, upon reflecting on his time leading one of the world’s best restaurants. And with all the knowledge and skills he learned from the shiny kitchens of Noma, he decided to take on a problem that faces millions of kids all over America: school lunch.

And who was to be the lucky subject of Chef Giusti’s ambition to change the way children think about food? Our very own New London public schools. Through a chance encounter with the daughter of the superintendent of New London schools at an annual MAD event in Denmark, New London public schools became the pilot location for Giusti’s bold project called “Brigaid.” The program brings trained chefs into public school kitchens to revamp the cuisine and give children and young adults access to high quality foods with the hope of changing the way food is talked about in schools.

“The training of the staff is so

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Peter Burdge profiles Pat Devlin, the rising star of Men’s Soccer at Connecticut College.	Julia Kaback looks into the extent to which Conn provides for people with accessibility needs.	Sophia Angele-Kuehn explores the quiet nooks of Greer Music Library.	Christina Walsh takes us on a tour of the Larabee/KB tunnel, showing us campus bike club Spokespeople getting greasy.



## Thoughts on Susan Sturm and Full Participation

In the 2011 piece, “Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education,” Prof. Susan Sturm of Columbia University alongside three other academics created a framework that has been the conceptual origin of our new curriculum, Connections, and the College’s next strategic plan, “Building on Strength.” An article that allegedly informs very important transformations unfolding on Conn’s academic and social landscape has received little attention in public discourse at the College. This is why I want to shed some light on Sturm’s and her colleagues’ ideas to create a metric against which things happening around us can be understood and judged.

Given the critical importance that full participation has come to have in our lives at Conn, it is worth quoting at length from Sturm et al: “The concept of full participation brings together three different dimensions of *higher education’s public mission*. First, it involves building pathways to social and economic *citizenship for diverse publics through education*, particularly for students from communities that have not been afforded access or enabled to succeed. Second, it involves *connecting the knowledge resources of the academy with the pressing and complex problems* facing multiple communities. Finally, it involves building the capacity and commitment of diverse leadership equipped to *tackle these social problems*” (emphases mine).

Full participation, for its authors, is “a framework to integrate projects and people working under the umbrella of equity, diversity, and inclusion with those working under the umbrella of community, public, and civic engagement” in institutions of higher education. It is a way to connect “equity” work across institutional boundaries. Universities should, according to the authors, commit to both goals simultaneously in their mission statements and core values. Further, the two goals should meaningfully inform each other. Any “equity” initiatives undertaken on campus are meaningful only insofar as they aspire to create equity in the broader world. Full participation thus provides a way to redefine “equity” work on campus as work that is *socially transformative* in the local community and beyond.

Among other things, we can note that for Sturm and her colleagues, diversifying higher education is *not* an end in itself. Then why diversify? They say it is for “the public mission of leveraging intellectual capital to address the most pressing problems facing underserved communities” out in the world. The endgame of diversity in higher education is to “revitalize communities and democratic institutions” in the world at large. For the authors, the goal of diversity is intimately tied with the other two goals of a college undertaking “full participation”: producing engaged or public scholarship, and ensuring that students succeed at becoming engaged citizens.

The authors point many times to the way that all the goals of full participation clearly enhance each other, and they back this claim up by citing research. A good approach to full participation, according to the authors, will systematically connect “(1) student success with faculty diversity, (2) faculty diversity with community engagement and inclusive pedagogical practices, (3) faculty diversity with engaged scholarship, and (4) engaged scholarship with institutional rewards and supportive institutional cultures.”

To paraphrase the argument, hiring and retaining faculty from historically marginalized communities increases students’

academic success; this is most true when these faculty are interested in meaningful community engagement and are prolific in producing engaged scholarship, in addition to using inclusive pedagogical practices; the way to ensure retention of these faculty is to reward engaged scholarship (most of all) and create a culture of support around it. Engaged scholarship is both increased by and increases institutional diversity and student success, and is a centerpiece for the authors in the ultimate goal of creating “cultures that link inclusion, engagement, and success.”

The authors provide an example of a full participation practice as hiring a faculty member from a historically marginalized group who produces engaged scholarship that has deep local engagement. Here is what it looks like when full participation works: “The tenure review recognizes and rewards her community based work as legitimate scholarship, and she is awarded tenure. The campus is implementing a strategic priority of community engagement. By taking this priority seriously, it is addressing the priority of increasing the diversity of the faculty. Additionally, it is addressing another priority, which is to increase engaged student learning to increase the academic success and retention of students, particularly traditionally underserved students.”

For Sturm et al, “achieving full participation requires a critical assessment of the obstacles facing groups at the various institutional locations that shape inclusion and advancement. It also informs the targeting of initiatives to focus attention on groups and communities that are not flourishing within existing institutional arrangements.” The first step of committing to full participation requires honesty and humility in identifying what exactly is wrong, who is outside, of what, and why. The narrative of an institution wanting to undertake full participation cannot be one where things are pretty great to begin with. An awareness of and willingness to admit to exclusions and failures is critical to begin to undertake full participation. The changes under full participation must “reflect *major dissatisfaction* with present arrangements.”

The authors tell us that institutions must commit to “changing practices and settings that do not provide full participation.” So the institution must clearly articulate the flaws it discovered and figure out how to change practices so that the groups and communities that were underserved can now be given increased resources. It is clear that full participation, while it might involve starting new initiatives from scratch, involves most of all a redistribution of resources and a rethinking of inequitable structures, identifying precisely those who need institutional support, and working in their interest.

I wonder what Susan Sturm would say to us here at Connecticut College. It should be easy to find out since she is right down the highway in New York City. What better scholar to invite to campus than Sturm, to whose work the transformation of the entire Conn education has been attributed? While we await interest and funding for such an auspicious visit to happen, I hope this editorial urges you to consider Sturm’s work and words as good companions to hold on to as we try to understand what, exactly, is going on.

That’s all. I hope you enjoy the new look of the *Voice*, and do let me hear from you in Letters to the Editor your thoughts about any of the things we have put into the world through this paper today.

- Aparna

## THE COLLEGE VOICE

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# Dan Giusti on Mission to Change New London Cafeterias



Photo credits for this piece: Wesley Comer

CONTINUED FROM FRONT

important—it's a team, you got to know how everyone's doing and

see how they fit into what we want to accomplish," Giusti reflected as we walked in between the kitchen and cafeteria, talking about the process of him integrating into the kitchen in New London public schools. "People can't tell, but it's a significant amount of work. That's why I'm hiring people who will create good relationships between chefs and the workers, because they used to work four hours a day and now they're full time." With such attention to detail in the overhaul of the food program, Giusti's team and the cafeteria staff are working nonstop to take on some of the biggest kitchens in the city and improve the meals for not only the students of New London public schools, but the community as well, about which Giusti said that "you gotta be responsible when you're feeding that many people." This is to be done by paying attention to details, such as getting rid of Styrofoam trays.

As we sat across a middle school cafeteria table, Giusti discussed the way Brigaid has been slowly changing the way the kids in New London's public schools have been talking about the food they're eating. "Nobody ever talks about food once they leave the cafeteria, but now I'm getting emails from parents saying their kids loved the food today." More than anything, the large quantity of prepared fruits, salads, baked goods and sandwiches (that go beyond the typical PB&J) are all catered to the students' tastes.

"They're brutally honest," Giusti said, referring to the critical feedback he receives from the kids. Taking another bite of ice cream that his chef, Katie, handed to us before we sat down, he discussed the balance between catering to the kids' tastes, government nutritional guidelines and budgets from the schools. We talked as kids came back from practice and started streaming into the small cafeteria. Over the loud chatter of middle school students, he emphasized again the responses the students give him about the meals: "That's the thing - probably the most important thing, that we get feedback from them and that they're critical of the food. Because, in the end, the kids are always right. If they say it sucks, it sucks."

There is a vast diversity of tastes the cooks of New London schools have to cater to on a daily basis. "Eighty percent of our students come from the New London area," said Child Nutrition Program Director Samantha Wilson about the demographic that enters the cafeterias of New London's

public schools each day. "The other 20% are from outside of the district. Out of all the students, 85% are on free reduced meals while only 10% of that population are above that level." On the topic of the struggles Brigaid has faced in the first month of its implementation, she said that recipe development has been "certainly a learning experience" in the scope of the work Brigaid has done so far. Everyday, Giusti and the cooks work to move away from the typical processed foods that resemble fast food meals more than home cooked meals. Serving less-processed items not only provides a more pleasant and healthy experience for the kids in New London, but teaches them to think differently and to be generally more open minded about trying things they might not have had the opportunity to try before.

In an anthropology course at Conn, "Worlds of Food," Prof. Rachel Black is allowing some of our own students to "tap into the greater narrative and the story of Brigaid." Students in this course are getting the full on experience of examining the effects of Giusti's project to see how broader topics, such as community, social relations and differences in cultural flavors are affecting the students, parents and staff of New London schools. "What an amazing opportunity, in our own backyard, to work with a world-class chef. I really want my students to get some hands on research by interviewing parents, chefs, teachers, and looking at statistical data. You can get numbers on calorie counts, but there's no data on reactions to parents and teachers," Prof. Black said.

Issues surrounding food security are nothing new to the New London



area, as Prof. Black commented: "sadly, it's a classist issue." The low-income demographics of New London have resulted in a disconnect between access to fresh, affordable food for the general population and have resulted in a growth of programs, such as FRESH New London, which educates children about where good food comes from. "But that's not a priority for many parents—they don't have the time to cook home cooked meals and shop for local vegetables," continued Black. "These kinds of issues should be taught in an academic setting, they should be a part of the curriculum, it's the will of the faculty to start that conversation."

In the work Dan Giusti has done to combat food insecurity and give children access to fresh and healthy food, he has battled what he called a "close-mindedness" from the current way of doing things in public school cafeterias: "The conversation shouldn't always be positive. People are already thinking inside of a small box, and that's not good enough. It's easy to get in this bubble of thinking about how things are currently run, and often things aren't being portrayed correctly versus what's happening." Already Giusti has faced much criticism from the outside, but he doesn't seem to mind since there have already been good reactions from the people directly affected by Brigaid.

As for the next few months, Giusti has already set out new menus with different recipes that have evolved from the beginning of the school year up until now. The constant flow of feedback from this ambitious project has not stopped the energy and passion he has for the food of New London schools. From the reactions he gets from fellow staff members in the hallways to the faces of the children running from practice to the cafeteria, he has already been well-received into the community of New London and has the energy to grow and move forward one meal at a time. •





## Community Bulletin

### Women's Ice Hockey to play at Frozen Fenway

On Jan. 12, Connecticut College Women's Hockey will play Bowdoin College at Fenway Park in Boston as part of the annual Capital One Frozen Fenway series. Throughout the week, the park will also host national powerhouses such as Boston College, Boston University, and Harvard University. This will be the first time Connecticut College will take part in the event. Tickets are available for purchase.

### CCSRE Sends Letter to Chairman of Standing Rock Sioux Tribe

In anticipation of the approved construction of the Dakota Access Pipeline (DAPL), the CCSRE sent a letter to Chairman Dave Archambault II, supporting the tribe in its efforts to stop construction. The letter states that the pipeline is an "imminent threat" to the Standing Rock Reservation and will disturb sacred burial grounds. The letter was signed by 87 Connecticut College faculty, students and staff.

### Dean Singer's Article Featured in The Huffington Post

In celebration of international Talk Like a Pirate Day, Jefferson Singer's piece "Why We Love Pirates So Much" made an appearance in the national periodical. The Dean of the College and psychology professor has found that our fascination with these swashbuckling heroes comes because "We enjoy, but do not take to heart, their bad behavior." Because they live and plunder in "unknown lands," they let our imaginations run wild. Singer's article is part of his book *The Proper Pirate: Robert Louis Stevenson's Quest for Identity*, which hit the shelves on Oct. 7.

### SGA Provides Election Related Resources

SGA has launched a website that details events, debate viewing parties, voting information, party platforms, and student group resources relating to the US presidential election. On Monday, Sept. 26 Donald Trump and Hillary Clinton engaged in the first of three General Election debates. The second debate is on Sunday, October 9th, and the third will take place on Wednesday, October 19th.

### Hurricane Matthew Wreaks Havoc

This week, Hurricane Matthew hit Haiti and the Bahamas with Category 4 force. The death toll has reached over 800 in Haiti. As the storm moved towards Florida, it was projected to be the strongest storm to hit the U.S. in twelve years. Governors in several southern states declared states of emergency, which allowed for the National Guard to be deployed. About 2 million people were advised to evacuate their homes.

## Sports Corner



### Soccer

#18 Women (8-1)  
#2 Williams: **L 1-0**  
at Bates: **W 1-0**

Men (8-2)

Williams: **W 2-1**  
at Eastern Conn. St.: **W 2-1**  
at Bates: **W 2-1**

### Field Hockey

Women (1-8)  
vs. Williams: **L 4-1**  
vs. Amherst: **L 2-0**

### Volleyball

Women (8-7)  
vs. Hamilton: **L 3-2**  
at Western New England: **L 3-1**  
vs. Amherst: **W 3-1**  
vs. Williams: **L 3-1**

### Water Polo

Men (4-11)  
vs. Cal Lutheran: **L 17-8**  
vs. La Verne: **L 13-6**  
vs. Caltech: **W 14-6**  
vs. Claremont: **L 15-9**

### Cross Country

Women

Paul Short Invitational—**34<sup>th</sup> Place**

Men

Paul Short Invitational—**15<sup>th</sup> Place**

### Sailing

Danmark Trophy Regatta—**17<sup>th</sup> Place**

## More Than Just a Name

### OVCS Name Change Reflects Purposeful Community Engagement

SARAH ROSE GRUSZECKI  
MANAGING EDITOR

Community Partnerships at Connecticut College is founded on the idea of "building community, building partnerships and creating change," as described by Associate Dean of Community Learning, Tracee Reiser. As a New London native, Reiser has always been deeply involved in local community activism. In our interview, she stressed that the name change from Office of Volunteers and Community Service to Community Partnerships was a deeply intentional choice, created to better reflect the values of the office and their commitment to mutually beneficial community partnership. Although many community members hold a sentimental association with the office's original title, Reiser, along with several other members involved in the decision, ultimately decided the change was crucial to maintain consistency between the values of the office and their intentions when engaging in community work.

The practice of teaching and learning through community engagement has always been an essential component of Community Partnerships' central mission. As Reiser describes, many of the students involved in the office are completing community learning requirements as part of their academic coursework. Within this collaborative process, professors will work with staff from the Community Partnerships office to find placements that will be most beneficial for the students in the course as well as for the local organizations involved. A similar emphasis on mutually beneficial engagement is also evident when students enter the office interested in pursuing placements connected to their own interests and passions; while it is certainly important that students find fulfillment and purpose through these experiences, it is similarly imperative that community schools, businesses and nonprofits are also able to benefit from the exchange and have a say in how community partnerships occur, "We want to ensure that the voice of the community is em-

bedded in our partnership work," Reiser said.

In order for this authentic exchange to be possible, Reiser emphasized the importance of growing and evolving with the college community, as well as with the local community within New London. "We're very aware of the critical issues facing our campus and community and want to make sure we are in line with the changes and developments that are happening," she described. Within our insulated college bubble, it may be easy to assume that the only changes occurring are that of the strategic plan and the Connections curriculum. However, looking beyond our campus map, there is also a strong current of change in the New London community, as the public schools transition to an all-magnet district, and the art, music and cultural scene of the city continues to evolve. Therefore, the name change of Community Partnerships in many ways may serve as a tangible example of the office's commitment to evolving and growing with the community.

In the coming CONTINUED ON PAGE 4



# Pat Devlin: Men's Soccer's Rising Star

PETER BURDGE  
NEWS SECTION EDITOR

On a bright, clear autumn day, the soccer field nestled between Freeman and Cummings is littered with small groups lying on blankets or lounging in beach chairs, eyes glued to something truly special. Above the regular din of occasional calls of encouragement or barks from the sideline, rises a high-pitched, almost crow-like cry, indistinguishable as it bounces against the surrounding buildings.

The source of this cry may just be the best soccer player Connecticut College has seen in its uniform. Patrik Devlin '17, a senior from Washington Crossing, PA, is something special. Leading the NESCAC with nine goals, and ranking fourteenth in the nation (yes, the nation) in goals per game, Devlin is worth watching. But is he the best ever? The answer from Men's Soccer Coach Ken Murphy was simple: "No question. He's the best player we've had."

Murphy, in his eighth year as the team's coach, saw Devlin's technical skills as a force coming out of high school, but also knew that his game had developed enough to "come in straight away and become a core player." Though Devlin considered other NESCAC colleges and schools closer to home, the coaching staff and campus at Connecticut College stood out as keys in his decision to settle here. And he has never looked back.

With his show-stopping success, a First Team All-American honor is not out of reach. To those at the team's home game against Colby, that should be no surprise. In the 29th minute, Devlin shot a laser from thirty yards out that, as if on a string, stretched perfectly out of the goalkeeper's reach and into the upper right corner. As an encore, only 30 minutes later, Devlin scored in a crowded box off of a perfectly timed pass from Christian Murphy '19.

Will Tomasian, Assistant Director of Athletics and head of the college's sports information, sees All American as a realistic goal. Devlin would be the first men's soccer player to make the First Team since Peter Spear in 1993. And, according to Tomasian, All-American soccer is "definitely one of the hardest teams to make in sports," because nearly every school in the country has a soccer team, creating an enormous pool of players to choose from. Tomasian works to broadcast the success of all players at Connecticut College, but he admitted that, "With Pat, it's pretty easy.

He does it himself."

Making it to the First Team is certainly a goal for Devlin himself this year, especially after being named to Third Team last year, but his main focus is academics. Coach Murphy's "School first, soccer second" approach has trickled down to this star. Murphy is always quick to note that, "The number one objective is education" and that Devlin is especially committed to academics. And that's no joke.

Devlin, who is taking on a bear and double majoring in economics and computer science, estimates that he spends between five-to-six hours

*But is he the best ever?  
The answer from Men's Soccer  
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"No question. He's the best player  
we've had."*

every day on school work (outside of class), along with five hours of soccer-related activities. There is a great deal that goes into preparation for each game, including film sessions, scout sessions, time in the trainer's room and responsibilities as a captain. But that commitment to the team can be "an escape from the stress that comes with academics," as Devlin said. It's easy to understand why.

Devlin attributes the success of the program to both the academic focus and the team-first approach, which is the "backbone" of the team. Putting in five hours of work isn't as strenuous when every player has bought in.

And winning isn't as difficult either. Building on a strong base set by former coach Bill Lessig, Coach Murphy has brought the program "to another level," according to Tomasian. Devlin is part (albeit an extremely important part) of the program's movement forward and is vital in the cycle of attracting better recruits. Over his four years here, he pointed to the team culture as one of the biggest

improvements, and something that he said he knows will continue to grow after he leaves.

But while he is still here, he and the team have a lot of work to do. After reaching the NESCAC semifinals in the last two seasons, Devlin believes that a conference championship isn't just within reach, but is "definitely realistic." His ultimate dream for the program is to get a bid to the NCAA tournament, and the captain has faith that this team may be the one to crack that upper echelon of success. Playing in what Murphy calls the best Division III conference in the country, the coach also believes that the team has made it to the big kids' table, on the verge of entering the top tier of the NESCAC.

And the men's soccer program is not alone. There is a general trend throughout athletics of "moving the needle," as Tomasian sees it. He points to women's soccer, men's swimming and women's ice hockey as leading programs that are making a name for Connecticut College nationwide.

Following a NESCAC championship in 2014, the women's soccer team is nationally ranked and is making a charge at more postseason success. Men's swimming has seen success in a national context, and Tomasian believes it could be a top-ten team this year. And women's ice hockey, another team realistically reaching for a conference championship, will play in Frozen Fenway in January, a premiere event restricted to the crème-de-la-crème of the region.

So it seems as though the sky's the limit. For Devlin, this could not be more true. His historic numbers are only increasing. The team continues to win. And an extended postseason run appears to be a sure bet. With only a handful of games left, the greatest soccer player we have seen at Conn believes that the team is "just getting started." We can't wait to see how it ends. •

CONTINUED FROM PAGE 3

year, the Community Partnership's office hopes to continue building on their strong engagement with the community, particularly in the New London schools. In the past several years, the office has had incredible success partnering with schools through programs including Enrich at Jennings Bilingual Elementary School, where Conn students help facilitate afterschool enrichment in partnership with local teachers and KBA (Kids, Books and Athletics) where students from Benny Dover Jackson Middle School play sports and practice literacy skills while working with students at the Conn athletic center. Such programs embody mutually beneficial engagement as they provide meaningful enrichment to local youth while providing Conn students with valuable leadership experience working with children. As the New London Public Schools continue to transition as an all-magnet district, the office plans to continue growing and strengthening these forms of community programming.

On an academic level, the office is also currently involved in the creation of a pathway under Connections, tentatively titled "City Schools," which would enable students to examine educational issues and systems through engagement with New London schools. Reiser said that as a broader curriculum, Connections places strong emphasis on engaging on a local and global scale. Therefore, as Connections unfolds, it may be interesting to see what role Community Partnerships will take in fulfilling this specific aspect of the curriculum.

For students at Connecticut College, there is clearly an abundance of opportunities to become involved in the local community. However, in partnering with these local organizations, it is essential that we keep the fundamental values of the Community Partnerships office in mind. As students, we must challenge ourselves to see community involvement beyond simply "volunteering" or providing "community service" and engage with community members and organizations in a manner that represents the mission and values of Community Partnerships' reformed title. •

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## Situating Conn in UChicago's Trigger Warning/Free Speech Debate

CONTINUED FROM FRONT

with their own."

The letter was eventually circulated on the internet, drawing criticism and praise from people of various political leanings. Among the letter's detractors, Michael Roth, president of Wesleyan University, claimed that the letter was at least partially a publicity stunt, and that it was "not coddling students, but coddling donors." Meanwhile supporters of the letter, including conservative institutions such as the Heritage Foundation, wrote that the letter "will make you stand up and cheer." Mary Katherine Ham of The Federalist, however, claimed that it was "a sad commentary on higher education that [writing such a letter] is considered a brave and bold move."

Since this letter came from a person in charge of undergraduate students at a university with almost twice as many graduate students as undergraduates, and since the UChicago administration has been noticeably silent when asked to comment, it is unclear where the letter lies on a spectrum ranging from a misguided attempt by an upper level college administrator to express his views on the past year to a statement of official college policy. Angus Johnston, a historian at CUNY, implied on Twitter that any institution's opposition to trigger warnings would likely impinge on its faculty's academic freedom to use them. However, I think that because this letter comes from a dean in charge of students, it is meant to suggest that the university does not support students bringing up these issues. In contrast to UChicago, I think that administrators here at Connecticut College try their best to be supportive of student concerns about safe spaces and trigger warnings while maintaining an awareness of what the College wants students to experience during their four years here. However, my perspective is admittedly extremely limited given that I do not spend a lot of time thinking about these issues.

Therefore, I decided to learn about what the administrators working in our Institutional Equity and Inclusion division thought about the letter.

One thing that people who I interviewed for this article told me was that while the letter had certainly caught the attention of the media, it highlighted issues they had been facing for some time. In explaining his views on the letter, Erin Duran, director of the LGBTQIA Center, said that the release of such a letter "wasn't a huge surprise because I think these conversations have been happening for a while." He then went on to note that the letter fits into the vein of articles that make the claim that American college students are overly "coddled," including a prominent one that appeared in *The Atlantic* in September 2015. In Duran's opinion "safe space, trigger warnings, and difficult discussions are not mutually exclusive." He believes that, "the perspective that safe spaces or trigger warnings allow people to run away from things is a weak argument," and that "it's an argument from the perspective of someone who has never needed those spaces."

During my interview with him, Duran asked me whether I had discussions with other students about the letter, and I had to admit that the only discussion I had about it was with *The College Voice* staff; even at a recent REF event I attended about safe spaces, brave spaces, and trigger warnings no one brought up the letter. Duran also said he had not been approached by students about the letter although he had conversations about it with his colleagues at Conn and other schools. While I am sure there are students here with concerns about this letter, the letter has not merited widespread scrutiny on campus, which suggests that students feel that our administration is doing a much better job fostering openness to safe spaces and trigger warnings.

Kathleen O'Reilly, interim coordinator of the Womxn's Center, said that she "found it rather irresponsible of the University of Chicago to have issued basically a public statement... that more or less equates some minor discomfort once in awhile with being triggered... we're talking about something that's continual [such as repeated microaggressions], that's systemic, and can go up the continuum to trauma related issues."

Antonio Jefferson, the director of Unity House, the College's multicultural center, also echoed O'Reilly's statement on the letter's irresponsibility and said that he felt that the campus community had seen the necessity of safe spaces. He felt the recent creation of an entire Division of Institutional Equity and Inclusion to oversee safe spaces and plan educational opportunities showed that the College is committed to working through these issues rather than brushing them aside.

Jefferson said that he sometimes has to "articulate" the function of Unity House rather than defend its existence to people, he claimed that "I would probably say I get more of 'I want to know more about Unity House' versus 'why it exists.'" O'Reilly suggested that members of the campus community might lack awareness of the openness of Unity House and the Womxn's and LGBTQIA Centers stating, that "It's more that there might be some people who think 'oh that's not for me because I'm not one of 'that'"

like a woman or sexual minority or racial or ethnic minority."

Jefferson also noted that a first for Unity House this semester was its use as a space for two classes, one of which is his first year seminar. He said that students who have class at Unity House who might not have otherwise come there get to discover the resources it provides such as its kitchen and lounge spaces.

O'Reilly noted that the decision to use the LGBTQIA and Womxn's Centers and Unity House as viewing spaces for the first presidential debate was a good example of how safe spaces enhance the campus community. She speculated that students who chose to watch the debate at those spaces might have felt "that they weren't in a polarizing place that they were in a place that would be safe from their perspective, and I think that's a great response from the institution."

Dean of Institutional Equity and Inclusion John McKnight went even further in his praise of the decision noting that both safe spaces and "generic spaces...are really important spaces to have, and students should have choices." He went on to point out that "what has been missing from the national conversation about this is that there's a developmental process that occurs in college. Students in their first year might be trying to find their way on campus, and they might be more inclined to pursue a safe space. They might need to kind of ease into what it means to be in this diverse of an environment." McKnight noted that this process cannot be treated in a one size fits all fashion, and that safe spaces help some students with this process. He said he hoped that the developmental process would allow students to be able to venture into a wide variety of "braver spaces" by their senior year.

As someone who is still very new to the institution, McKnight feels that he has somewhat of an outsider's perspective on how well we are doing to create such a process. He said that he felt we have done a great job on creating safe spaces, but not as much on fitting them into the overall four year experience at Conn. McKnight said he is currently working on communicating this process to students during orientation. He believes that the new curriculum is certainly addressing this issue, but that it also needs to be dealt with for programming outside of the classroom. McKnight observed that students will face being triggered and offended after college, and acknowledged that while "it doesn't make it right that offense will continue to occur throughout one's lifetime, it is a reality, and so I think a responsibility we have as educators is to help our students be prepared for those moments in their future."

After discussing the letter with the administrators I realized that what makes this letter stand out among criticisms of safe spaces and trigger warnings is not the language it uses because similar language has been used many times before. Rather, it is the people it is addressed to that are important. This letter was sent out to incoming college freshmen, students who likely have very little understanding of the issues or how the institution works, and thus are easy to influence. The UChicago website contains information about their Office of LGBTQ Life's Safe Space program, yet this dean wants his students to ignore the fact that his own institution supports these resources and entrust themselves to his vision of a student's four year experience.

During his convocation address Dean McKnight said that "Here at Conn, we aspire to be more than just a safe space, but we want to be a brave space, where people courageously enter into risky or controversial territory and they do so with care and concern for this beloved community and with respect for the humanity of everyone in it." This is a markedly different perspective on safe spaces than Dean Ellison of UChicago's. Both agree that exposing students to a wide variety of viewpoints in a college education is vital, but it's also important to support at least some outlets for them to process information and express themselves, so that they can be courageous. Ultimately, Ellison's letter attempts to take those opportunities for student expression away. •

## PHISHING

*Don't take the bait!*



Phishing is a form of social engineering in which ID thieves trick people into providing their personal information by pretending to be someone they're not.

**Cyber Security:**  
**Our Shared Responsibility**



National Cyber Security  
Awareness Month



# The Strategic Plan: Building on Strength

ISABELLE SMITH '19  
CONTRIBUTOR

The Strategic Plan: Everyone at Connecticut College has heard this term. It is the accumulation of new ideas for the College for the coming decade. In the highly esteemed practice of shared governance, over the past year, numerous individuals have come together to vocalize their thoughts and put them into action. On Sept. 29th, in an email to the campus community, President Bergeron invited community members to “review that work in the most recent and near final draft of the plan.”

President Bergeron opened the SGA Open Forum by explaining the planning process of the “ambitious” 15-page document. During the 2014-2015 academic school year, Connecticut College launched the development of a new GE, Connections, that is supposed to put the liberal arts into action. In doing so, it became apparent that the direction of the school had not been widely reconsidered since 1998, when the last strategic plan was published. Once Connections was finalized, the senior administration took on the new project of redefining the school for a changing market. In order to fully engage all perspectives, a Strategic Planning Committee was appointed. These individuals represent staff, faculty, students and members of senior administration. Dean of the Faculty Abby Van Slyck and Associate Professor of Botany Chad Jones are co-chairing the committee. In the President’s words, the first goal of the committee “far and wide” was to take a census of what the community would like to change about our campus. This was done through meetings, email surveys, sticky-note boards around campus and general conversation. John Nugent, Director of Institutional Research and Planning, explained, “A lot of similar ideas kept reappearing. Those ideas are now what you see in the actual document.”

The three strategic priorities are ‘Enhancing Academic Distinction,’ ‘Enriching the Student Experience,’ and ‘Supporting a Diverse, Just, and Sustainable Community.’ Each of these three priorities has three individual goals with objectives and specific actions to encourage this change.

‘Enhancing Academic Distinction’ focuses on education, research and the arts. It makes sense that education and research are the two goals; they are straightforward for a college. The arts, however, took a little more explanation. President Bergeron, while presenting the goals, exclaimed, “Music is the center of the liberal arts. It incorporates social change through the spirit of collaboration.” Connecticut College used to be more focused on the arts, but in recent years, the school has drifted. By centering this goal in the Strategic Plan, the arts can again be used to create more interdisciplinary spaces for educational learning. ‘Enriching the Student Experience’ hones in on Life and Career, Campus Living and Athletics. This set of priorities focuses on life outside the classroom. While the intention of college is to train students in their field of study, it is also about students becoming real members of society. This entails their career goals, extracurricular interests and the athletic communities they may join. All of these components in their fullness or lacking, determine the quality of a student’s experience. After listening to the community’s opinions, the Committee decided to develop improvements in this field of the college.

‘Supporting a Diverse, Just and Sustainable Community’ explores the necessity of full participation, sustainability and fiscal growth. As in all communities, a broad range of experiences makes it richer. In order for these voices to be heard, individuals need to feel consistently welcome. While there are currently efforts to advance all three of these goals, it is important to keep them in mind

as the school progresses.

Realizing that a majority of the necessary improvements rely on monetary stability, the fiscal component of this goal is the most recent addition to the plan. Because of the college’s relatively small endowment, the institution relies on tuition. This is becoming an issue because “the cost of providing a high-quality residential liberal arts education has risen annually even while families’ abilities to pay, along with the numbers of high school graduates able to attend college, are falling” (Building on Strengths: Draft p. 5). Rich Madonna, VP of Finance and Administration, has been actively working with different ways to bring in more money for the school’s benefit.

In the past couple of months, the document has become much more feasible. Without jeopardizing any of its ambitious nature, stepping stones have been laid out to make big projects conquerable. A timeline for each action will be available online in the coming weeks, with the responsible party listed.

The project has improved the school’s image as well. Bergeron explained, “Pathways as a concept make sense for this day and age” because a majority of innovation happens at the intersections of different fields now. There was a 5% increase in applications last year, as well as a 1% increased selectivity in the applicant pool. The admissions office predicts this trend will continue.

All the work, recently past and still continuing has enhanced community vision. “It is important for a community to step back and think about who they are and who they want to be.” This is the first step in making the changes the community wishes to see. In her closing statements, Bergeron reminded the audience, “This is a long range document... It will take closer to ten years to understand the ambition in this document, which means it will evolve.” •

# The Misconceptions of Voter ID Laws

SAM MORSE '19  
CONTRIBUTOR

As the 2016 presidential election draws closer, it is essential to evaluate current restrictions placed on American voters. Of the several state and federal laws that restrict eligibility to cast a ballot, voter ID laws are the most concerning. These laws, enacted in 33 states, mandate that Americans present a valid form of state identification before they vote. Several states justify voter ID laws by maintaining their ability to prevent voter fraud. These laws, however, were unquestionably enacted to restrict turnout. Voter ID laws limit, repress, and disenfranchise American citizens. Many Americans do not possess the required government papers to obtain an ID. Studies conducted by the Brennan Center for Justice show that, in 2012, nearly 11 percent of eligible voters lacked a government issued photo ID. Government papers to obtain an ID can be expensive and hard to acquire, especially when they require an application, processing time and travel. This undertaking places a disproportionate burden on several populations, and in turn, favors the wealthy who

can afford identifications that permit them to vote.

The U.S. Constitution, under the Voting Rights Act of 1965, provides that all U.S. citizens have the right to vote regardless of race, religion, or class. Therefore, voter ID laws are unconstitutional because they restrict turnout by placing illegal encumbrances on millions of American citizens. To purchase a driver’s license costs upwards of \$100. A passport? \$125. A state issued ID card? \$25. THIS IS AN INDIRECT POLL TAX! Voters are forced to pay money to the state government in order to exercise their right to vote. In order to ensure equal access at the polls for all Americans, the 24th Amendment of the U.S. Constitution prohibits both states and the federal government from placing any type of tax that might infringe an individual’s right to vote. As a result, voter ID laws infringe upon the founding principles of our nation.

For many states that have voter ID laws, the concern with voter fraud stem from a desire to prevent individuals from voting more than once. Voter ID laws, however, do not prevent Americans from voting more

than once any better than states without photo ID laws. If voter fraud was truly the main concern of politicians during elections, there are many other constitutional ways of solving this problem. Instead of allowing states to enact voter ID laws that place huge financial impediments on voters, the U.S. government could enforce higher security mechanisms during the elections or standardize ballots altogether. These legal procedures would terminate voter fraud entirely.

I do not believe states should have the right to enact voter ID laws in order to prevent fraudulent voting. As stated above, the reasons for their enactment were not necessarily to prevent fraudulent voting. Beverly Hallberg wrote the most disgraceful article in The Daily Signal defending voter ID laws. She lists three “simple” reasons why the voter ID laws are fair and just. She begins her argument by noting how voter ID laws create ‘common ground.’ She writes, “Everyone has to go through the same process to obtain a valid ID, which makes the ID the great equalizer.” Hallberg

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# The State of Accessibility at Conn

JULIA KABACK '18  
CONTRIBUTOR

There is an office hidden away in the Academic Resource Center that many people are completely unaware of: the Office of Student Accessibility Services. For some, it is very much a part of the back-to-school routine. This routine is second nature, just like the annual visit to Staples before the first day of school. Students who enter the office are greeted with a bowl of dark-chocolate Reese's peanut butter cups placed strategically by the desk of Accessibility Coordinator Lillian Liebenthal, who asks, "What can I help you with today?" Lillian's words give many students, including myself, a sense of relief that the College is granting them the accommodations necessary for academic and future career success. Underneath this warm exterior, however, Connecticut College faces continuing challenges in terms of accessibility.

Building on Strength, the College's new strategic plan, recognizes the value of greater campus accessibility. When reading this plan, one notes the College strives for a "Diverse, Just, and Sustainable" campus. To achieve these goals, Conn will need to improve both its accessibility and safety services. The College has already taken concrete steps to upgrade facilities to better suit the needs of the students with disabilities. Melissa Shafner, Director of Student Accessibility Services, has been working with several members of the campus community to ensure all students succeed at the College. The office recently surveyed many buildings on campus and found the need for physical

upgrades. Ms. Shafner has notified Richard Madonna, Vice President for Finance and Administration, and Dean of Institutional Equity and Inclusion, John McKnight, of her recommendations to engage the community in the upgrade process.

Is Conn ready to move forward with its plans for greater accessibility? Sara Rothenberger, Assistant Dean of Residential Education and Living, believes that the greatest challenge to accessibility is the state of campus buildings. She said, "many of our buildings need to be renovated to better meet student needs. Everything from mobility needs to dietary needs. Currently there is not a building with a student-use kitchen in which we can house first-year students. Currently the Plex is the only set of buildings with elevator access and with air conditioning. We don't currently have any ADA apartment style housing."

Fixing these problems comes with a major obstacle: finances. How exactly will the College pay for the changes needed to make campus more accessible? The College Voice has reached out to President Bergeron for comment and has yet to hear from her. In the meantime, the newly constructed road between Fanning Hall and Unity House received a grand opening. While the road's completion represents a major achievement in terms of safety, the issue of upgrading academic buildings needs to come first. A pamphlet found in the Office of Student Life examines the accessibility of buildings on our campus and identifies only five academic buildings as "fully accessible." An examination of the Americans with Disabilities Act

of 1990 further reveals the need for architectural adjustments to Conn's buildings. According to Section 504 of the Rehabilitation Act, colleges must, "make their programs accessible to students with disabilities along with all the programs of postsecondary institutions, including extracurricular activities, must be accessible to students with disabilities. The schools can do this in several ways: by providing architectural access to buildings, including residential facilities; by providing aids and services necessary for effective communication..."

In the remainder of my time at Conn, I would like to see the school place greater importance on improving the accessibility of buildings on campus. While the road connecting Fanning to Unity House addresses issues of safety and unity, the school must take additional measures to ensure all students are welcomed in our community. While the College must work to improve racial diversity, we must recognize that diversity is not just black and white; it lies in our ability to learn and create a community where all people are represented. Sara Rothenberger later in our interview argued, "the College does a good job addressing the needs of individuals. Where I think improvements should be made is in on the macro level instead of the micro level. We need to continue to view our campus through the lens of ability to ensure we are attracting and retaining students with differing abilities." Disabilities are real, and the College needs to address them to become more up-to-date with our ever-changing world. •

# Trump and the Doctrine of False Equivalence

DANA GALLAGHER  
PERSPECTIVES SECTION EDITOR

In an editorial published on Sept. 25, The New York Times analyzed the reasons Republican presidential nominee Donald J. Trump should not assume the Oval Office. Specially, the Times declared that Mr. Trump, a "man who dwells in bigotry, bluster, and false promises," lacks the temperament to be president. Despite its strongly worded condemnation of Mr. Trump, the Times and other media outlets have fallen victim to what political scientist Norman Ornstein dubs the standard of "false equivalence." Throughout this campaign, journalists have struggled to maintain objectivity when covering Mr. Trump. To avoid the appearance of partisanship, the media has portrayed Democratic nominee Clinton's missteps as equal in degree to Trump's provocations. Journalists cover Trump as entertainment; reporting is meant to garner quantity of viewership as opposed to quality of analysis. As a result, voters in this election cycle have witnessed absurd coverage of Secretary Clinton, in the name of even-handedness, that reduces the presidency to a cult of celebrity.

The Brookings Institute, a nonpartisan think tank, warned in June that "the banality, false equivalence, and amorality of the daily coverage of the [Trump] campaign" has normalized Mr. Trump's ascent. False equivalence became the standard of polit-

ical reporting even before the candidates secured the nominations of their respective parties. In March, after Mr. Trump had secured primary victories in Florida, North Carolina, Missouri and Illinois, the Times ran an article entitled, "2 Front-Runners, Donald Trump and Hillary Clinton, Find Words Can Be Their Weapons." Readers learned that Mr. Trump frequently used words like "dog" and "fat pig" to refer to women, and that this misogynistic vocabulary has contributed to his high disapproval ratings among women. The "weapons" that Secretary Clinton employed during her primary cycle were less clear. The Times merely noted that, in a then recent speech, Secretary Clinton admitted her support for sustainable, clean-energy jobs would "put a lot of coal miners and coal companies out of business." According to the Times, the bluntness of both Secretary Clinton and Mr. Trump has isolated key voting demographics. To prove the symmetry of their comparison, the Times quoted the spokesman of an anti-Clinton super PAC, who felt Secretary Clinton demonstrates a "brazen disregard for the men and women who help power America." Politicians should view coverage of this election as a dangerous precedent. To journalists, defending a policy proposal unpopular with certain demographics is akin to impugning their character.

Perhaps more disturbing than misleading comparisons between Clinton and Trump is the growing prominence of news stories rooted in yellow journalism. Norman Ornstein, in a post to Media Matters, writes, "the coverage of Clinton has been stupid—an obsessive focus on press conferences, on the Clinton Foundation..." Indeed, in August, the AP released an investigative report chronicling the allegedly unethical ways in which the interests of the Clinton Foundation had clouded Secretary Clinton's judgment during her tenure at the State Department. The AP reported, "more than half of the people outside the government who met with Hillary Clinton while she was Secretary of State gave money -- either personally or through companies or groups -- to the Clinton Foundation." If one considers the many military personnel, as well as foreign and domestic government officials with whom Secretary Clinton met daily, the percentage of donor-associates would not reach the 50 percent threshold. The AP, however, neglected to clarify this fact. By exaggerating Secretary Clinton's association with the Foundation, the AP channels Mr. Trump's perchance for a sound bite scandal.

Mr. Trump's ascent into politics has steered journalists from investigating policy proposals and issues of national importance, to

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covering the



## Voter ID Laws

CONTINUED FROM PAGE 7 argues that we all have to go through the same process to apply for an ID and, therefore, all have equal opportunities to acquire voter IDs. Right? WRONG! Everyone comes from different socioeconomic backgrounds; everybody has different financial situations, transportation differences, and scheduling conflicts. Not everybody can afford to pay for an ID. Not everybody has the time to study and take a test to obtain an ID. Not everybody can take time off of work to travel to the DMV or town office to collect an ID. This process is not an equalizer, but instead continues to discriminate and has extremely disproportionate effects on different portions of the electorate. Voter ID laws suppress the guaranteed right to vote, and therefore, these laws are unconstitutional.

In the midst of the 2016 election season, I believe it is important to consider these laws and the ways they disenfranchise voters across the United States. Millions of Americans are frightened by the possible outcome of this election. Despite these concerns, many Americans will choose not to cast a ballot. As disappointing as this realization is, it is more infuriating that many Americans who want to vote cannot because of stringent voter ID laws. •

## Trump and the Media

CONTINUED FROM PAGE 8 candidates as gossip. On October 2, The Atlantic released an article entitled, “The Many Scandals of Trump: A Cheat Sheet.” Although the article covers Trump’s behavior, which has clear policy implications should he become president, the title is meant to grab one eager for a juicy story rather than prep readers to evaluate the presidential race. In the spirit of evenhandedness, Secretary Clinton has been the subject of a number of news stories lacking any relevance to voters. Following Secretary Clinton’s abrupt exit from a ceremony at the September 11 Memorial Museum, the Times issued an article that explained the symptoms of pneumonia and that looked like something copied and pasted from WebMD. The article, emphasizing that “older adults are...one group that is likely to have complications in recovery,” served no purpose other than to make Secretary Clinton appear less presidential.

The Times’ own staff laments the paper’s coverage. Paul Krugman, an op-ed columnist, writes that Secretary Clinton has encountered a barrage of adversarial coverage treating “relatively minor missteps as major scandals.” All candidates have flaws and weaknesses, but current reportage fails to accurately reflect the weaknesses of Secretary Clinton. Journalist must take a critical look at their reporting, renounce “false balance” doctrine and report only on substantive issues impacting a candidate’s qualifications for office. •

# Standing Up For Comedy

## *An Interview with John Chatigny*

CARSON BLOOMQUIST ’18  
CONTRIBUTOR

A few years back, Connecticut College had a stand-up comedy club on campus. The club was disbanded after some jokes told at an open mic in 2014 ruffled a few too many feathers. Now, student John Chatigny ’18, member of the improv group N20, is determined to bring the club back and restore glory to stand-up on campus.

The College Voice: What experience do you have with stand up?

John Chatigny: I did it once. There used to be a club. They had an open mic at Coffee Grounds, and uh... I did that. It was like three minutes. I liked it.

TCV: So you’ve been approved as a club again?

JC: Hopefully...well not hopefully...I know we’ve been approved.

TCV: What are you doing to make sure there isn’t trouble with offending anyone this time around?

JC: We’re gonna vet the people.

TCV: What does that mean?

JC: You know, we’ll make sure no one is... explicitly trying to offend anyone.

TCV: So what fueled your desire to have this stand up club on campus?

JC: I think a lot of people who wouldn’t want to do improv or aren’t involved with it and still want to be involved in comedy should have a platform to express themselves. And I think it’s a great way to express yourself. I think stand-up is a very interesting art form because you can go about it in several different ways. You can just write up a bunch of jokes and tell them, or you can write up a bunch of stories. So I think it would be cool to have a bunch of kids who you normally wouldn’t think would do this sort of thing, going out and doing it.

TCV: What do you envision this club being?

JC: The goal for the club is to get a solid group of people who are down to hash out

some material and work together and collaborate. But there’s also gonna be some open mics. Really the goal is for everybody who wants to, to try their hand at stand-up.

TCV: So you want the club to be inclusive then? Is that a priority?

JC: Inclusive but also...productive, I would say. You know, [I’d] make sure that everybody who’s involved is either working on something or helping other people work on stuff so that everybody is getting stuff done. While we could just mess around, I think the vision I have is more about getting a roster of people who are comfortable with their material.

TCV: Why do you think stand-up is the best platform for expressive comedy?

JC: It’s the best way to see how a person’s mind is working, I guess. It gives you a direct glimpse into their psyche. Because everything else: sketch, improv, you know you sort of have to play by the rules. Whereas in stand-up, the only rule is really like...don’t be an asshole.

TCV: In your mind, what does it mean to be an asshole here?

JC: Don’t set out to go out and try to make other people feel uncomfortable and offend people. I mean, there are people who do that. But, that doesn’t really have a place here. I mean in my mind, there’s people like Anthony Jeselnik. But when people go to an Anthony Jeselnik show, they understand that that’s his shtick... just being offensive. So here, I mean that would be the only rule. But otherwise, you can talk about whatever. You can talk about your class, about your hometown; you can talk about things you think about in your day-to-day life. I think stand-up’s a good platform for someone who wants a voice to be heard... They can just get up and say what they want for as long or as little as they want. They can get up for a minute. They can get up for five or ten minutes and say what they want to say. And then you just get off.

TCV: What is the biggest draw to stand-up



Photo credits: Max Amur-Oltus

for you?

JC: I would enjoy just seeing how I would do. Also, I have ideas for stupid jokes that I can’t really mention anywhere else. So it would be a good platform for me, and I’m sure others, to just say...dumb stuff. (laughs)

TCV: Who else is involved in the club?

JC: Originally I was gonna say that there wouldn’t be any officers...There wouldn’t be any strict positions. But to be an official club, you need to have a president, a vice president, and a treasurer. So Will Kadison ’17 is the vice president and then Drew (Chapman) ’18 is the treasurer.

TCV: When will this all start up?

JC: We still gotta figure out where we’ll meet. I’ll probably make some posters or something.

TCV: Have any jokes for me?

JC: Any jokes? I don’t know. Do you have any jokes for me?

TCV: No.

JC: I can tell you a weird thing that happened to me. Does that work?

TCV: Of course.

JC: You know when you’re in Harris and...I don’t know if this has ever happened to you. I’ll just tell you...I was in Harris the other day, and one of the things I was eating was green beans. Or string beans...whatever the fuck. And I like wanted to get up and get a drink and I figured I could stand up, eat a green bean and then go get a drink. And instead like the green bean is huge, so I stand up and I take a bite of it, and I’m chewing and I’m walking to get a drink, and I realize I’m just holding a green bean in my hand and I’m walking across Harris. So I figure like this... not a good look...like this is kind of weird. So I just kind of finished it at the drink machine. Other people are filling their cups and I’m just eating a green bean. And I, uh, fill my cup and go back to the table.

TCV: Anything you’d like to add to this interview?

JC: Come on by and join the club. No experience necessary. It’s open to all. The club will start organized meetings in the coming weeks. Look out for posters! •





Photo provided by Prof. Chris Barnard

Prof. Barnard told the *Voice* that his painting “Accomplice” (featured on the front) loosely depicts the Cummings atrium, which is the space in which it is hung. This distant shot shows the painting in its physical context, reminding us that it might be not so much police as *policing* that the piece alludes to. Further, it reminds us how physical space has a way of *policing* that which it holds.

“Sea Visions, Dream Dreams”  
Prof. Timothy McDowell  
Oil, wax, cyanotype on linen



Photo credits: Rachel Levin



Photo credits: Rachel Levin

“Ice Core Modulations”  
Prof. Andrea Wollensack  
Visual Design

The exhibition has work from multiple different mediums. Some pieces were more interactive, allowing the viewer to simultaneously listen to audio and watch a video. It created an artistic landscape, as if transporting the viewer to another place.

“Video Composite #38”  
Prof. Pamela Marks  
Acrylic on canvas

The Faculty Exhibition will be open until Friday, December 9. There will be a gallery lecture on Wednesday, November 16 from 4:15- 5:00.



Photo credits: Rachel Levin



# Hidden Study Spot Welcomes More Students

SOPHIA ANGELE-KUEHN '20  
CONTRIBUTOR

Students might be surprised to learn about Connecticut College's "second" library. Tucked into the lower level of Cummings with only a paper sign designating the spot, the Greer Music Library is a hidden gem.

With its shelves of scores, books, and magazines dedicated to the study of music, Greer's resources are mostly used by people taking classes in the field. Prof. John Anthony holds his class "Making Music at Keyboard" down the hall in the piano lab; listening rooms with CD players, cassette players and turntables are right next-door. The desk holds reserve books for classes as well as the key to the electronic music studio, but what can Greer offer the "musically disinclined?"

"Study space!" revealed Carolyn Johnson, the music librarian. "Greer has the reputation of being a quiet study area. There are two large study tables near windows overlooking Castle Court, a reading nook in the main room and study spaces in a back area of the library."

During both day and night, one can hear calming strains of classical music playing in the background from practice sessions and students dropping by to study at the desks and chairs. It's very modest, however, compared to the free-for-all that occurs in Shain every night at 10.

Greer, open seven days a week, is a branch of Shain Library that contains just as many resources. "We have sound recordings covering everything from jazz to musical theater, as well as

visual media, e-resources (including audio databases), and computer-based support for the teaching and research needs of users – Sibelius composition software, for example," commented Johnson. For those wanting a refreshing retreat into the past, Greer houses special collections of sound recordings, like the primarily operatic Hilliar Collection and the Shelley Jazz Collection. The Historic Sheet Music Collection and the L. Mae Stephenson MacIntosh Sheet Music Collection are also available for any possible research needs.

Computer workstations, a group study room and a printer and photocopier are offered in the sunny and bright library as well. If there aren't any classes, the keyboards in the piano lab are open to anyone, with headphones available for checkout at the desk. The two music librarians, Johnson and June Ingram, are also available to advise and enlighten.

Unfortunately, students don't often utilize Greer's tools. They either are unaware of its existence or don't have the time. However, all libraries need patrons to succeed – their existence is based on the people's needs.

So how does one attract college students? With food and Facebook. Greer has a retro popcorn machine with possible plans in the future of giving away popcorn from time-to-time. They also have a Facebook page with several posts dedicated to "Metro(g)nome," an origami frog folded from a Spanish Metrolcard. Not unlike Travelocity's famous gnome, the mascot's escapades are caught on camera in various locations of the library, showing off Greer's resources.

"The music library is always looking for ideas for events that could take place in the library!" noted Johnson. "The 50th



Photo credits: Sophia Angele-Kuehn

anniversary is in 2019, and we're already starting to think about what to do for that."

Nevertheless, peace and quiet can be even more alluring after a hectic day of college life, a fact students only secretly admit. "There's a nice little room in the back where I'm able to get a lot of work done, and also no one's ever really here, which is a good thing – it's really quiet. It seems like the Music Theory book is always here – no one's ever using it," remarked Jonathon Gomez-Pereira '20, whose interests lie in Environmental Studies and German. He added: "It's a bit more secluded so you don't see people walking by – it's just me. I like to study in sort of quiet, solitary spaces, so I think that it's a perfect place to come in and get my work done."

Greer is a welcome relief for professors as well. Some faculty from around campus enjoy going to Greer at grading time because it's peaceful and offers fewer distractions.

Since Cummings Arts Center is less central than Shain, quiet hours are a guarantee. The absence of noise might be concerning, but do students enjoy using Greer? "Definitely. Although I'm not a music major or anything, it's great that we have a dedicated space for those who are specifically involved in the arts," said Gomez-Pereira. Students should make use of the music library, with or without a music-related purpose, simply because Greer is there for them. •



No love will ever cross the thresholds of my life..  
No one to perforate the extremities of my heart-soul  
not at this magnitude..your love's absence delves craters  
disappointed waterfalls  
somber sunsets in withdrawal  
A love unerringly extinguished  
things unfolded ..  
complications we didn't envisage  
Oh to the malleable LOVE that blazed the brittlest  
Had Remnants that marred  
OH the LOVE that Brimmed and beckoned  
for a brusque arrest.  
Saccharine LOVE needed a re-charge •

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# Spokespeople Speaks Up for Student Transportation

Photos by Christina Walsh '20



*For many students, the Larabee/KB tunnel is shrouded in mystery. For the dedicated few who spend their Tuesday and Thursday nights at Spokespeople, Conn's student-run bike shop, the tunnel is home.*



*Vice-President Max Amar-Olkus '19 examines a shop bicycle brought back by a student with a broken chain.*



*President Connor Trapp '18 takes a closer look at the brake mechanism. Spokespeople fixes student bicycles free of charge.*



*After realizing the back wheel was in need of truing, Trapp takes time to adjust spoke tension and straighten the wheel.*



*Trapp reattaches the wheel and replaces the broken chain after emphasizing Spokespeople's goal of improving student mobility.*